**Unit 1 - Exploration and American Indians**

(Point of view, multiple accounts, quote accurately, compare/contrast)

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| **ELA Standards** | **Social Studies Standard** | **Other ELA Standards** | **Lesson Idea** |
| RL.5.6 Point of View | 5.H.1.1-Evaluate the relationships between European explorers (French, Spanish, and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership). |  | NC WiseOwl had ebooks on Christopher Columbus that could be used to create a text set.  There is a Columbus Digital Text set in the social studies folder:  <http://readingandwritingproject.com/resources/book-lists-classroom-libraries-and-text-sets-for-students/text-sets.html>  Owocki- pages 95-111  Readworks article: Vikings and European Explorers: Christopher Columbus <http://www.readworks.org/sites/default/files/850_vikings_and_european_explorers_christopher_columbus--passage.pdf>  Columbian Exchange- Reading Comprehension and Cause/Effect  <http://www.teacherspayteachers.com/Product/Columbian-Exchange-Reading-Comprehension-423764>  Persuasive Writing: Was the Columbian Exchange positive or negative? For who? Why? |
| RL.5.1 Quote Accurately/Make Inferences | 5.G.1.1 Explain the impact of the  physical environment on early  settlements in the New World. |  | Owocki- pages 3-19  ReadWorks article: Native American Settlements  <http://www.readworks.org/passages/native-american-settlements>  Make Inferences and cite textual clues  - Read The Stranger- make inferences together on chart  - Encounter by Jane Yolan |
| RI.5.1- Quote accurately from the text. | 5.G.1.3 Exemplify how technological  advances (communication,  transportation and agriculture) have  allowed people to overcome  geographic limitations. |  | Owocki- pages 151-170 |
| RI.5.3 Interactions between Individuals | 5.G.1.4 Exemplify migration within or  immigration to the United States in  order to identify push and pull factors  (why people left/why people came). |  | Owocki- pages 189-205 |
| RI.5.6 Multiple Accounts | 5.C.1.1 Analyze the change in  leadership, cultures and everyday life  of American Indian groups before and  after European exploration. |  | Owocki-237-258  Discovery Education: Video: *American Heritage: Native Americans*- 20:00- Ten Question Quiz  Research American Indian Tribe  Taino Article or Encounter book with Christopher Columbus texts (compare/contrast) |
|  | 5.C.1.2 Exemplify how the interactions  of various groups have resulted in  borrowing and sharing of traditions and  technology. |  |  |
| RL.5.9  Compare/contrast stories in same genre | 5.C.1.4 Cultural narratives (legends, songs, ballads, games, folk tales, art forms) |  | Native American Legends: Discovery Education Video: The Gift of the Sacred Dog by Paul Goble (9:08) and Book: Dragonfly’s Tale by Kristina Rodanas- Compare/Contrast with Venn Diagram  Imaginative Writing: Create Own Legend |

**Unit 2 - 13 Colonies and Causes**

(Main Idea, Summarize, Cause & Effect, Compare & Contrast)

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| **ELA Standards** | **Social Studies Standard** | **Other ELA Standards** | **Lesson Idea** |
| RI.5.2  Main Idea and Summarize    RL.5.2  Theme and Summarize | 5.H.1.2  Colonial life, political, economic, and social aspects | RL.5.6 point of view    RI.5.6 analyze multiple accounts | RL.5.2- Owocki- pages 20-34  RI.5.2- Owocki- pages 171-188  Theme Mentor Texts-  The Giving Tree by Shel Silverstein- when you love someone, you give them everything  The Legend of the Bluebonnet by Tomie de Paolo- people are more important than material things  The Legend of the Indian Paintbrush by Tomie de Paolo- keep trying and never give up  Read Cheyenne Again by Eve Bunting and create class chart of themes and evidence (Toolkit- Infer Meaning- p. 56-67)  - “I’m American No Matter What” Readworks theme practice on own  <https://www.readworks.org/passages/eyewitness-history-im-american-no-matter-what>  Liberty or Death- by Betsy Maestro- causes of American Revolution    “The King’s M &Ms” Taxation without Representation Simulation with Candy-have 1 King, 2 Parliament, 2 Tax Collectors, rest are colonists-colonists start with 20 m&m's- take away for taxes (sneakers, glasses, blue jeans, sibling, pet, ate at school, pencil, paper, seat, bathroom)  Lesson Plan for American Colonial Life  <http://www.sharemylesson.com/teaching-resource/American-Colonial-Life-50018269/>  Boston Massacre- <http://mrnussbaum.com/history1/printables/boston_massacre.pdf>- reading comprehension and questions  Boston Massacre Crime Scene Investigation- analyze primary sources and multiple accounts- <http://toengagethemall.blogspot.com/2013/11/crime-scene-in-classroom_27.html>  The Boston Tea Party by Russell Freedman  Boston Tea Party-  <http://mrnussbaum.com/history1/printables/boston_tea_party.pdf>- reading comprehension and questions  And Then What Happened Paul Revere by Jean Fritz  “One If by Land, Two if By Sea” Comprehension Toolkit Lessons 18 and 19  The midnight ride of Paul Revere by Henry Wadsworth, Longfellow  ReadWorks article: A Very Messy Tea Party  <http://www.readworks.org/passages/very-messy-tea-party>  ReadWorks article: Remembering a Forgotten President  <http://www.readworks.org/passages/remembering-forgotten-president>  ReadWorks article: Some Laws are Intolerable  <http://www.readworks.org/passages/some-laws-are-intolerable>  Hey King, ,Get off our backs- Great Vocabulary and informational texts to reiterate standards  <http://www.sharemylesson.com/teaching-resource/Hey-King-Get-off-our-Backs-50028613/> |
| RI.5.5  Compare and contrast structure  (cause/effect, problem/solution, compare/contrast) | 5.G.1.1  Physical environments in the New World    5.C.1.2  Interactions and sharing between cultures | RI.5.3 interactions between individuals        RL.5.3 compare/contrast characters | Owocki- pages 222-236  1607: A New Look at Jamestown by Karen Lange  Discovery Education Video: “Exploring the World: The English Come to America: Jamestown and Plymouth” (20:13)  - Student packet- true/false, quiz, crossword, vocab, timeline    Cause/Effect  Read River Ran Wild by Lynne Cherry together and discuss cause/effect  - “Aliens Invade” Readworks cause/effect practice on own  <https://www.readworks.org/passages/aliens-invade>  “Geography and its Impact on Colonial Life”- Library of Congress Lesson  <http://www.loc.gov/teachers/classroommaterials/lessons/tinker/> |
| RI.5.4  Domain-specific vocabulary | 5.G.1.4  Immigration    5.E.1.2  Economic growth | RI.5.3 interactions between individuals    RL.5.3 compare/contrast characters | Owocki- pages 206-221  Colonial Trades: <http://www.engageny.org/resource/grade-4-ela-module-2a>- has TONS oational information on trades- includes lots of vocabulary- even has podcasts (listening skills)  - Make shop sign  - Make prop  - Make Help Wanted Ad  - Day in the Life of journal entry |

**Unit 3 - American Revolution and Effects**

(Compare/contrast within same genre, integrate information, draw from multiple sources, plays)

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| **ELA Standards** | **Social Studies Standard** | **Other ELA Standards** | **Lesson Idea** |
| RL.5.5 Series of scenes |  |  | Owocki- pages 75-93  American Revolution play |
| RI.5.9 Integrate information from several texts | 5.C&G.1.3 Historical documents |  | Owocki- pages 280-292    “Too Late To Apologize” youtube video (3:12)- Declaration of Independence  <http://www.youtube.com/watch?v=uZfRaWAtBVg>  ReadWorks article: Declaration of Independence  <http://www.readworks.org/passages/declaration-independence-0> |
| RI.5.6 Multiple accounts | 5.H1.3 Battles & Wars |  | Owocki- pages 237-258  Let it begin here! : April 19, 1775, the Day the American Revolution Began by Don Brown  “Mr. Nussbaum: Lexington and Concord” Reading Comprehension  <http://mrnussbaum.com/lexington-concord-reading-comprehension/>  “Lexington and Concord: A Legacy of Conflict” NPS Lesson  - Multiple accounts of same event  - Similarities/differences **point of view**  <http://www.digitalhistory.uh.edu/active_learning/explorations/revolution/lexington_concord_lesson.pdf>  “Mr. Nussbaum: Washington’s Crossing- the Battle of Trenton”  <http://mrnussbaum.com/history1/printables/trenton.pdf> reading comprehension questions  “Mr. Nussbaum: Winter at Valley Forge” <http://mrnussbaum.com/history1/printables/valleyforge.pdf> reading comprehension questions  “Mr. Nussbaum: Misery at Valley Forge” <http://mrnussbaum.com/amrevolution/printables/valley_forge_prompt.pdf> writing prompt |
| RI.5.7 Draw from multiple sources | 5.E.2.1 Budget    5.E.2.2 Costs & benefits    5.H1.3 Battles & Wars |  | Owocki- pages 259-268  You’re a Commander in the Continental Army and you have a set amount of money to spend on necessary supplies for your troops.  Research a Revolutionary War battle. Write an informative piece about this battle. |

**Unit 4 - US Constitution/Bill of Rights/Government**

(Multiple sources, relationship/interactions, reasons/evidence)

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| **ELA Standards** | **Social Studies Standard** | **Other ELA Standards** | **Lesson Idea** |
| RI.5.7 Draw on Multiple Sources | 5.C&G.1.3 Analyze historical  documents that shaped the foundation of the United States government. |  | Owocki-pages 259-268  Sshh! We’re Writing the Constitution by Jean Fritz (also available as video on Discovery Education)  NC WiseOwl has ebooks on the Constitution and the Bill of Rights.  Social Studies Wiki has several lessons for these standards.  ReadWorks article: Right On  <http://www.readworks.org/passages/right>  Constitution Day Rap  <http://www.sharemylesson.com/ResourceDetail.aspx?storyCode=50006362> |
| RI.5.1  Inferences | 5.C&G.2.1 Understand the values and  principles of a democratic republic. |  | Owocki- pages 3-19 |
| RL.5.1  Inferences | 5.C&G.2.2 Analyze the rights and  responsibilities of United States  citizens in relation to the concept of  "common good" according to the  United States Constitution (Bill of  Rights). |  | Owocki- pages 151-170 |
| RI.5.4  Domain-Specific Vocab | 5.C&G.2.3 Exemplify ways in which  the rights, responsibilities and  privileges of citizens are protected  under the United States Constitution. |  | Owocki-206-221  Jigsaw and read Constitution |
| RI.5.3  Relationships between concepts | 5.C&G.1.2 Summarize the  organizational structures and powers of  the United States government  (legislative, judicial and executive  branches of government). |  | Owocki-pages 189-205  Branches of Power game <http://www.usmint.gov/kids/games/branchesOfPower/>  ReadWorks article: Dear Mr. President  <http://www.readworks.org/passages/dear-mr-president-1>  Create a 3-column comparison chart |
| RI.5.8  Author uses evidence to support point |  |  | Owocki-pages 269-279  Federalists vs. Antifederalists- who supported Constitution and who wanted to add a Bill of Rights and why |
| RI.5.2  Main Ideas/Summarize |  |  | Owocki-pages 171-188  Use primary sources and pick apart parts of the Declaration of Independence, Constitution, and Bill of Rights |

**Unit 5 - Poetry**

(Figurative language, stanzas and structure)

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| **ELA Standards** | **Social Studies Standard** | **Other ELA Standards** | **Lesson Idea** |
| RL.5.5 Structure of a poem | RL.5.5 Structure of a poem |  | Owocki-pages 75-94   * Demonstration Lesson: How Stanzas Provide Structure (Poetry Lessons - Georiga Heard) p. 103-106. * Exemplar poems:   + “The Echoing Green” by William Blake   + “Casey at the Bat” by Ernest Lawrence Thayer   + “A Bird Came Down the Walk” by Emily Dickinson   + “Fog” by Carl Sandburg   + “Dust of Snow” by Robert Frost   + “Little Red Riding Hood and the Wolf” by Roald Dahl   + “They Were My People” by Grace Nichols |
| RL.5.4 Figurative Language | RL.5.4 Figurative Language |  | * Demonstration Lesson: Metaphor and Simile (Poetry Lessons - Georiga Heard) p. 76-81. * Exemplar poems:   + “The Echoing Green” by William Blake   + “Casey at the Bat” by Ernest Lawrence Thayer   + “A Bird Came Down the Walk” by Emily Dickinson   + “Fog” by Carl Sandburg   + “Words Free as Confetti” by Pat Mora * Figurative Language Lesson Smart document (old unit) * A Poem for Every Day! An Anthology of 180 poems book by Susan Moger * 5th grade poetry unit <http://www.livebinders.com/play/play?id=81899> * Poetry <http://www.livebinders.com/play/play?id=348536> * Poetry Pathfinders <https://www.livebinders.com/play/play_or_edit?id=19138> * ReadWorks article: A Juicy Problem   <http://www.readworks.org/passages/juicy-problem>   * ReadWorks article: A Real Life Batman   <http://www.readworks.org/passages/real-life-bat-man>   * ReadWorks article: Bones On the Go!   <http://www.readworks.org/passages/bones-go>   * ReadWorks article: Cloned Canine   <http://www.readworks.org/passages/cloned-canine>   * ReadWorks article: To the Moon and Back   <http://www.readworks.org/passages/moon-and-back> |
| RL.5.7 Multimedia contributes to text | RL.5.7 Multimedia contributes to text |  |  |

**Unit 6 - Civil War/Reconstruction**

(Main Idea, compare/contrast, vocabulary)

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| **ELA Standards** | **Social Studies Standard** | **Other ELA Standards** | **Lesson Idea** |
| RL.5.3 | 5.H.1.3 Analyze the impact of major  conflicts, battles and wars on the  development of our nation through  Reconstruction. |  | · Bull Run by Paul Fleischman  · A Ballad of the Civil War by Mary Stolz    Owocki-pages 35-52  ReadWorks article: Slavery, Civil War, and Reconstruction  <http://www.readworks.org/passages/slavery-civil-war-reconstruction-massachusetts-54th-infantry>  “The Women Who Went to the Field” poem by Clara Barton  5th grade Civil War Livebinder <http://www.livebinders.com/play/play?id=9999> |
| RL.5.5 | 5.G.1.3 Exemplify how technological  advances (communication,  transportation and agriculture) have  allowed people to overcome  geographic limitations. |  | · Bull Run by Paul Fleischman    Owocki- pages75-94 |
| RL.5.9 | 5.G.1.4 Exemplify migration within or  immigration to the United States in  order to identify push and pull factors  (why people left/why people came). |  | · Bull Run by Paul Fleischman  · A Ballad of the Civil War by Mary Stolz    Owocki- pages 127-142  ReadWorks article: The Two Harriets, Heroines of the Civil War  <http://www.readworks.org/passages/two-harriets-heroines-civil-war>  ReadWorks article: The American Civil War  <http://www.readworks.org/passages/american-civil-war>  ReadWorks article: Slavery, the Civil War, and Reconstruction - Ft. Sumpter and the First Shots of the Civil War  <http://www.readworks.org/passages/slavery-civil-war-reconstruction-fort-sumter-and-first-shots-civil-war>  ReadWorks article: Slavery, Civil War, and Reconstruction - Reconstruction  <http://www.readworks.org/passages/slavery-civil-war-reconstruction-reconstruction>  ReadWorks article: On Hallowed Ground  <http://www.readworks.org/passages/hallowed-ground-0> |